

**ADOPTED REGULATION OF THE  
STATE BOARD OF EDUCATION**

**LCB File No. R013-09**

Effective October 27, 2009

EXPLANATION – Matter in *italics* is new; matter in brackets ~~[omitted material]~~ is material to be omitted.

AUTHORITY: §§1-5, NRS 385.080, 385.110, 389.0185 and 389.520.

A REGULATION relating to education; revising provisions governing the performance standards for instruction in health; and providing other matters properly relating thereto.

**Section 1.** NAC 389.2423 is hereby amended to read as follows:

389.2423 ~~By the end of the second grade, pupils must know and be able to do everything required in the previous grades for courses in health offered in public schools.]~~ Instruction in ~~the~~ *prekindergarten, kindergarten, first grade and* second grade in health must be designed so that pupils meet the following performance standards by the completion of the second grade:

1. Comprehend concepts related to the promotion of health and the prevention of disease ~~;~~ *to enhance health*, as demonstrated by the ability of the pupil to:

- ~~(a) Explain why unknown or poisonous substances can be dangerous;~~
- ~~(b) Explain the need for obeying safety rules;~~
- ~~(c) Memorize the local emergency number and know how to obtain help in an emergency;~~
- ~~(d) Give examples~~  
~~of physical touching which are appropriate as compared to examples of physical touching which are not appropriate;~~
- ~~(e) Explain why he should eat more than one time per day; and~~

~~—(f) State the job titles, locations and job descriptions of school health and safety personnel.]~~

*(a) Identify behaviors concerning the health of a person that impact personal health;*

*(b) Identify basic human anatomy, including, without limitation, the eyes, nose, ears and teeth;*

*(c) Identify and respect the physical, emotional and intellectual differences of persons;*

*(d) Describe how healthy eating and participating in daily physical activities promote health and well-being;*

*(e) Identify substances which benefit the body and substances which are harmful to the body;*

*(f) Recognize methods for preventing injuries and avoiding hazards common to children;*

*(g) Identify school personnel and health and safety officials, including, without limitation, law enforcement officers and emergency personnel;*

*(h) Recognize germs which may cause illnesses and diseases and measures which can be taken to help prevent the spread of those illnesses and diseases; and*

*(i) Identify elements of the environment which may affect the health of a person, including, without limitation, the sun, air, water, soil, food and pollutants.*

2. ~~[(Demonstrate the ability to access valid)]~~ Access reliable health information, ~~[and health-promoting]~~ products and services ~~[()]~~ to enhance health, as demonstrated by the ability of the pupil to identify ~~[(positive and negative results of behaviors relating to posture, cleanliness, and dental, skin, ear and eye care.)]~~ :

*(a) Persons who are trustworthy to help promote health; and*

*(b) Providers of health care.*

3. ~~[(Demonstrate the ability to practice)]~~ *Practice* health-enhancing behaviors and *avoid and* reduce health risks, as demonstrated by the ability of the pupil to:

- ~~[(a) Explain how to say “no” to a friend;~~
- ~~—(b) Explain the differences between illness and wellness;~~
- ~~—(c) Describe how he is feeling when he is upset; and~~
- ~~—(d) List the actions that a bully would take.]~~
- (a) Identify responsible health behaviors;*
- (b) Select foods that are healthy and help a person grow;*
- (c) Explore movements that promote a lifestyle which is active and healthy; and*
- (d) Identify the actions that may be taken for the personal safety of a person, including, without limitation, use of safety precautions while exposed to the sun, use of a helmet, obeying pedestrian rules, use of a safety belt, exercising safety around guns, use of emergency 911 services, using proper fire safety procedures and taking general safety precautions.*

4. Analyze the influence of *family, peers*, culture, media, technology and other factors on *behaviors concerning* health, as demonstrated by the ability of the pupil to:

- ~~[(a) Identify factors that cause a person to purchase a specific food; and~~
- ~~—(b) Name a food that is advertised on television.]~~
- (a) Identify different sources that influence behaviors which affect personal health;*
- (b) Discuss the nutrition and physical activities of families from diverse cultures; and*
- (c) Discuss different sources of influence that promote the use of substances which benefit the body and substances which are harmful to the body.*

5. ~~Use~~ interpersonal communication skills to enhance health ~~and to reduce or avoid health risks,~~ as demonstrated by the ability of the pupil to ~~identify his wants, needs and feelings, and~~ :

(a) *List healthy ways ~~through which these~~ to communicate the wants, needs and feelings ~~can be expressed.~~ of the pupil and to listen to other persons who express wants, needs and feelings; and*

(b) *Identify ways in which the pupil may respond to and report a situation that is unwanted, threatening or dangerous to the pupil or another person.*

6. ~~Use~~ goal-setting ~~and decision-making~~ skills to enhance health, as ~~evidenced by the ability to define the word “decision.”~~ *demonstrated by the ability of the pupil to:*

(a) *Define the terms “short-term personal health goal” and “long-term personal health goal”;*

(b) *Develop goals for practicing daily habits which promote health, including, without limitation, personal hygiene, safety precautions while exposed to the sun, nutrition and physical activity; and*

(c) *Identify resources to assist the pupil with developing short-term personal health goals and long-term personal health goals, including, without limitation, goals concerning recycling, water conservation, proper disposal of garbage and trash, and food choices.*

7. ~~Promote and support~~ personal, family and community health, as demonstrated by the ability of the pupil to:

- ~~(a) Demonstrate proper techniques for washing hands; and~~  
~~(b) List two reasons why the pupil should have healthy personal hygiene.~~

*(a) Identify ways to promote personal and family health; and*

*(b) Identify messages regarding consumer and environmental health.*

*8. Use decision-making skills to enhance health, as demonstrated by the ability of the pupil to:*

*(a) Discuss choices which are beneficial and choices which are harmful to the health of the pupil;*

*(b) Identify resources and persons that assist in making decisions to enhance the health of the pupil;*

*(c) Identify situations which require decisions regarding the health of a person; and*

*(d) Differentiate between situations in which a pupil must make a decision regarding health by himself or herself and situations in which a pupil must make a decision regarding health with the assistance of another person.*

*9. As used in this section, “prekindergarten” means a developmental program offered by a school district or charter school for pupils with special needs.*

**Sec. 2.** NAC 389.2944 is hereby amended to read as follows:

389.2944 ~~By the end of the fifth grade, pupils must know and be able to do everything required in the previous grades for courses in health offered in public schools.]~~ Instruction in ~~the~~ *third grade, fourth grade and* fifth grade in health must be designed so that pupils meet the following performance standards by the completion of the fifth grade:

1. Comprehend concepts related to the promotion of health and the prevention of disease ~~;~~ *to enhance health*, as demonstrated by the ability of the pupil to:

~~(a) Identify sources of help for persons seeking protection from neglect, physical abuse, emotional abuse or sexual abuse;~~

- ~~—(b) List safety procedures that help to prevent accidents;~~
- ~~—(c) Develop and practice daily and weekly plans, schedules and routines of personal care, fitness and nutrition that contribute to appearance and well-being;~~
- ~~—(d) Identify sources of reliable health information and services;~~
- ~~—(e) Describe reasons why some persons use suicide, drugs, alcohol or tobacco as strategies for coping;~~
- ~~—(f) Explain positive strategies for coping with and resolving internal conflicts which would allow the pupil to avoid getting involved in violent situations;~~
- ~~—(g) Identify alternative activities and behaviors that could be used for coping other than suicide or using alcohol, tobacco and other drugs;~~
- ~~—(h) Describe how the pupil can use a food label, which includes facts about the food, to make choices concerning the food;~~
- ~~—(i) Identify precautions that can be taken to avoid predators and the steps which a person should take if he encounters a predator; and~~
- ~~—(j) Identify at least one major nutrient provided by each of the five food groups and a function served by each such nutrient.]~~

*(a) Describe the relationship between behaviors concerning the health of a person and personal health;*

*(b) Explain the basic structure, function and developmental processes of the systems of the human body, including, without limitation, the human reproductive system in accordance with NRS 389.065;*

*(c) Describe the physical, emotional and intellectual differences of persons and how those differences affect the well-being of those persons;*

*(d) Identify the nutrients that are essential to a person's health, the functions served by such nutrients and the role those nutrients have in the promotion of health;*

*(e) Identify the health-related components of an active lifestyle;*

*(f) Explain how the use of substances can affect the way a person makes decisions and performs tasks;*

*(g) Describe methods for preventing injuries and avoiding hazards common to children;*

*(h) Explain the safety procedures a person can take when confronted with violence or other hazards;*

*(i) Differentiate between contagious and noncontagious diseases and illnesses and explain ways to prevent and control those diseases and illnesses;*

*(j) Identify programs that are designed to promote community health, including, without limitation, recycling, proper disposal of garbage and trash, and water conservation; and*

*(k) Explain the relationship between the environment and:*

*(1) Positive behaviors concerning the health of a person; and*

*(2) The prevention of injury, illness, disease and premature death.*

2. Access ~~[valid]~~ **reliable** health information, ~~[and health-promoting]~~ products and services ~~[.] to enhance health,~~ as demonstrated by the ability of the pupil to ~~[list local preventative health care organizations and the locations of and services offered by those organizations.] :~~

*(a) Locate resources which provide reliable health information, including, without limitation, resources from home, school and the community; and*

*(b) Describe situations which require services from providers of health care.*

3. Practice health-enhancing behaviors and **avoid and** reduce health risks, as demonstrated by the ability of the pupil to:

- ~~[(a) Explain the relationship between accidents and the consumption of alcohol or other drugs;~~
- ~~—(b) Practice ways to refuse drugs, alcohol and tobacco;~~
- ~~—(c) Develop safety rules for home, school, work and play;~~
- ~~—(d) Demonstrate basic procedures in first aid;~~
- ~~—(e) Identify positive and negative effects of stress;~~
- ~~—(f) Define “depression” and “suicide”;~~
- ~~—(g) Explain school rules, and the consequences of breaking those rules, related to harassment, fighting and intimidation; and~~
- ~~—(h) Role play a variety of methods for handling anger.]~~

*(a) Demonstrate behaviors that avoid or reduce health risks;*

*(b) Demonstrate the ability to interpret information regarding nutrition, including, without limitation, food labels;*

*(c) Engage in behaviors that promote physical activity;*

*(d) Explain how substances can affect the way people make decisions and perform tasks;*

*(e) Describe basic procedures in first aid and proper responses to common emergency situations;*

*(f) Assess situations and practices that are dangerous and situations and practices that are not dangerous; and*

*(g) Demonstrate personal health care practices that prevent the spread of communicable diseases and chronic diseases.*

4. Analyze the influence of *family, peers*, culture, media, technology and other factors on *behaviors concerning* health, as demonstrated by the ability of the pupil to:

~~[(a) Examine an advertisement for a food or health-related product and identify the stated and implied messages being made by the advertisement;~~

~~—(b) Provide three statements relating to health that are made by other persons and examine those statements for accuracy; and~~

~~—(c) Prepare a report on a disease which includes a discussion on how technology affects a course of treatment for that disease.]~~

*(a) Identify how different sources affect a person's thoughts, feelings and behaviors concerning health;*

*(b) Discuss nutrition and physical activity habits in diverse cultures;*

*(c) Describe the influence of sources, including, without limitation, family, peers and information, on the practice and behaviors of a person;*

*(d) Describe the influence of technology on the health of a person and the person's risk of contracting a disease; and*

*(e) Analyze how stated and implied messages from the media influence behaviors concerning health.*

5. Use interpersonal communication skills to enhance health ~~[.]~~ *and to reduce or avoid health risks*, as demonstrated by the ability of the pupil to:

~~[(a) Use skills for attentive listening that build and maintain healthy relationships; and~~  
~~—(b) Give examples of]~~

*(a) Model types of effective verbal and nonverbal communications [.] ;*

*(b) Discuss ways to communicate with other persons about the stages of growth and development;*

*(c) Demonstrate refusal and negotiation skills;*

*(d) Recognize refusal skills when the pupil is confronted with situations that are not healthy for the pupil, including, without limitation, situations involving alcohol, tobacco and other drugs; and*

*(e) Demonstrate nonviolent strategies to manage or resolve conflicts.*

6. Use goal-setting ~~[and decision-making]~~ skills to enhance health, as demonstrated by the ability of the pupil to:

~~[(a) Explain strategies for coping with and resolving internal conflicts which would allow the pupil to avoid the use of drugs, alcohol and tobacco;~~

~~—(b) Identify three health behaviors that can be managed by the pupil;~~

~~—(c) Identify positive alternatives to substance abuse;~~

~~—(d) Explain how the pupil would obtain help for a friend or member of his family who is talking about suicide; and~~

~~—(e) Explain the benefits of the problem-solving process in making health-related decisions.]~~

*(a) Set short-term personal health goals and long-term personal health goals and track the progress of the pupil in achieving those goals;*

*(b) Implement other personal health goals to enhance the daily health habits of the pupil; and*

*(c) Compare resources available to a pupil in developing personal health goals, including, without limitation, products for oral health, safety precautions while exposed to the sun and food choices.*

7. ~~[Advocate for]~~ *Promote and support* personal, family and community health, as demonstrated by the ability of the pupil to:

~~[(a) Identify safety rules for pedestrians;~~

~~—(b) Cite universal precaution policies relating to blood-borne pathogens; and~~

~~—(c) Practice appropriate methods of communicating with other persons.]~~

*(a) Describe ways to influence and support a person in making positive health choices; and*

*(b) Compare messages regarding consumer and environmental health.*

*8. Use decision-making skills to enhance health, as demonstrated by the ability of the pupil to:*

*(a) Apply a choice that is healthy when making decisions regarding personal health;*

*(b) Predict consequences relating to the use and abuse of substances, including, without limitation, the consequences to the person making the decision and to other persons;*

*(c) Predict consequences relating to decisions regarding behaviors concerning the health of a person; and*

*(d) Analyze when a person needs assistance in making a decision regarding health.*

**Sec. 3.** NAC 389.381 is hereby amended to read as follows:

389.381 ~~[By the end of the eighth grade, pupils must know and be able to do everything required in the previous grades for courses in health offered in public schools.]~~ Instruction in ~~[the]~~ *sixth grade, seventh grade and* eighth grade in health must be designed so that pupils meet the following performance standards by the completion of the eighth grade:

1. Comprehend concepts related to the promotion of health and the prevention of disease ~~[ ]~~ *to enhance health*, as demonstrated by the ability of the pupil to:

~~[(a) Practice interpersonal communication skills to clarify and resolve conflicts and to manage anger;~~

~~—(b) Analyze the relationship between taking risks and accidents;~~

~~—(c) Explain the causes and effects of child abuse;~~

- ~~—(d) List the warning signs of suicide;~~
- ~~—(e) Explain how the systems of a person’s body work together as a unit to perform life-sustaining functions that influence the growth and development of the person;~~
- ~~—(f) Explain the importance of continuing physical activity into adult life to promote fitness and overall health;~~
- ~~—(g) List three factors that affect the nutrient or energy needs, or both, of a person; and~~
- ~~—(h) Identify sources of help for a person who has a substance abuse problem.]~~

*(a) Analyze the relationship between behaviors concerning the health of a person and personal health;*

*(b) Identify the behaviors of a person that affect the function and development of the systems of the human body, including, without limitation, the human reproductive system in accordance with NRS 389.065;*

*(c) Explain the interrelationships between the physical, emotional, intellectual and social health in adolescence;*

*(d) Describe how age, gender, physical activity, lifestyle and heredity affect the nutrient needs of a person;*

*(e) Analyze the use of a substance that is beneficial to a person and the use of a substance that is harmful to a person;*

*(f) Develop a plan for personal safety to reduce or prevent injuries;*

*(g) Examine the likelihood that a person will suffer a serious injury or illness if the person engages in behaviors that increase the risk of such an injury or illness;*

*(h) Describe how behaviors of a person, pathogens, heredity and other factors relate to the prevention of illnesses and diseases;*

*(i) Discuss how the behaviors concerning the health of a person affect that person's risk of contracting an illness or a disease;*

*(j) Identify the applicable laws and regulations which protect community health; and*

*(k) Apply the actions a person may take to contribute to the enhancement of the environment.*

2. Access ~~[valid]~~ **reliable** health information, ~~[and health-promoting]~~ products and services ~~[.]~~ **to enhance health**, as demonstrated by the ability of the pupil to:

~~[(a) Debate how personal responsibility impacts health care, including, without limitation, a discussion on choices of health care providers and insurance coverage; and~~

~~—(b) List the qualities of a scientifically valid publication.]~~

*(a) Describe situations which may require services from providers of health care; and*

*(b) Determine the accessibility of products and services that enhance health.*

3. Practice health-enhancing behaviors and **avoid and** reduce health risks, as demonstrated by the ability of the pupil to:

~~[(a) Name two short-term consequences of illegally using alcohol, tobacco or drugs;~~

~~—(b) Role-play two ways of saying “no” to the use of alcohol or drugs;~~

~~—(c) Analyze the food labels, which include facts about the food, of at least three food items and, based on that analysis, compare the nutrient content in those items;~~

~~—(d) Apply knowledge of personal hygiene and recognize that first impressions of a person are often based on the appearance of that person;~~

~~—(e) Use interpersonal communication skills to clarify and resolve conflicts, including, without limitation, peer mediation;~~

~~—(f) Perform advanced procedures in first aid, including, without limitation, cardiopulmonary resuscitation and procedures for treating bleeding, shock and poisoning;~~

~~—(g) Explain rules prohibiting the possession of a weapon in school and the consequences for violating those rules; and~~

~~—(h) Access school personnel when confronted with a safety or security concern.]~~

*(a) Explain the importance of a person assuming responsibility for healthy behaviors;*

*(b) Create a wellness plan that meets dietary guidelines and includes moderate to vigorous physical activity;*

*(c) Demonstrate methods of responding to behaviors that put a pupil at risk, including, without limitation, the use of alcohol, tobacco and other drugs;*

*(d) Understand basic procedures in safety, first aid and life-saving measures, including, without limitation, the use of and procedures for using recreational safety equipment;*

*(e) Evaluate the behaviors of the pupil that put the pupil at risk for injury, including, without limitation, self-harming behaviors and harmful trends; and*

*(f) Analyze the behaviors of a pupil that increase the risk of the pupil spreading communicable diseases, including, without limitation, sexually transmitted diseases, mononucleosis, tuberculosis and influenza.*

4. Analyze the influence of *family, peers*, culture, media, technology and other factors on *behaviors concerning* health, as demonstrated by the ability of the pupil to:

~~[(a) Examine and discuss various influences on consumer health and social marketing;~~

~~—(b) Understand how specific technological advances have aided in the treatment and prevention of diseases; and~~

~~—(c) Examine the system for providing health care in the United States and how that system has changed during the 20th century.]~~

*(a) Explain how different sources affect the practices and behaviors concerning the health of a person;*

*(b) Explain how a person’s perceptions of norms affect the behaviors concerning his or her health and the health-related risks taken by him or her;*

*(c) Examine how different sources influence a person’s food choices;*

*(d) Examine the influence of family, peers and information on the decision of a person to use, misuse and abuse substances;*

*(e) Explain how school policies and public health policies affect the promotion of health and the prevention of diseases; and*

*(f) Critique a variety of consumer influences that affect decisions concerning the health of a person.*

5. Use interpersonal communication skills to enhance health ~~[.]~~ *and to reduce or avoid health risks*, as demonstrated by the ability of the pupil to:

~~[(a) Create a class plan for conflict management;~~

~~—(b) Role play alternative responses in stressful situations; and~~

~~—(c) Describe the stages and emotions associated with death and dying.]~~

*(a) Practice refusal and negotiation skills that avoid or reduce health risks;*

*(b) Express ways to communicate with other persons about the pupil’s perceived body image;*

*(c) Practice appropriate methods for responding to situations that present a risk of harm to a person, including, without limitation, situations involving the use of alcohol, tobacco and other drugs;*

*(d) Demonstrate the ways to ask for assistance to enhance the health of the pupil and other persons; and*

*(e) Implement refusal and negotiation skills to resolve conflicts.*

6. Use goal-setting ~~[and decision-making]~~ skills to enhance health, as demonstrated by the ability of the pupil to:

~~[(a) Evaluate his current eating habits and create a plan for eating that is consistent with the recommendations found on the food guide pyramid recommended by the United States Department of Agriculture;~~

~~—(b) Develop a plan that combines regular physical activity with personal health habits;~~

~~—(c) Identify sources of intervention and help for a person who has a substance abuse problem; and~~

~~—(d) Demonstrate the ability to cope with peer pressure using the decision-making process.]~~

*(a) Apply skills and strategies for the efficient management of time to reach a long-term personal health goal;*

*(b) Analyze how short-term personal health goals and long-term personal health goals change throughout a person's life; and*

*(c) Analyze how short-term personal health goals and long-term personal health goals affect the community and environment.*

7. ~~[Advocate for]~~ *Promote and support* personal, family and community health, as demonstrated by the ability of the pupil to:

~~[(a) Analyze the influence of peer pressure on health choices; and~~

~~—(b) Describe the effects that chemicals and chemical dependency have on young adolescents.]~~

(a) *Demonstrate ways to influence and support a person in making positive health choices;*  
*and*

(b) *Analyze how a message influences community practices affecting the environment and consumer health.*

8. *Use decision-making skills to enhance health, as demonstrated by the ability of the pupil to:*

(a) *Defend the selection of choices that are healthy and eliminate choices that are not healthy when making a decision;*

(b) *Compare the short-term and long-term consequences of a person's choice regarding the use and abuse of substances;*

(c) *Compare the short-term and long-term consequences of a person's health decisions;*  
*and*

(d) *Apply a decision-making process to a health issue or significant problem.*

**Sec. 4.** NAC 389.455 is hereby amended to read as follows:

389.455 ~~[By the end of the 12th grade, pupils must know and be able to do everything required in the previous grades for courses in health offered in public schools.]~~ Instruction in ~~[the 12th grade]~~ *high school* in health must be designed so that pupils meet the following performance standards by the completion of ~~[the 12th grade:]~~ *high school:*

1. Comprehend concepts related to the promotion of health and the prevention of disease ~~[,]~~ *to enhance health*, as demonstrated by the ability of the pupil to:

~~[(a) Identify patterns of behavior that may precede violent acts and ways to intervene;~~

- ~~—(b) Analyze effective communication skills in a variety of situations;~~
- ~~—(c) Describe how the use of alcohol, tobacco and other drugs would cause problems in his activities and relationships in the present and in the future, and suggest drug-free alternatives to the use of alcohol, tobacco and other drugs;~~
- ~~—(d) Explain individual responsibility for the prevention of violence;~~
- ~~—(e) Describe the causes of common infectious and noninfectious diseases, and methods of preventing and controlling the spread of those diseases;~~
- ~~—(f) Analyze the relationship between nutrients, food selection, energy intake and emotional and physical health;~~
- ~~—(g) Examine the relationship between food fads, cultural norms, dieting behavior and health;~~
- ~~—(h) Use the basic food groups to develop meal plans which demonstrate variety, balance and moderation;~~
- ~~—(i) Evaluate the reliability of health information;~~
- ~~—(j) Analyze the misrepresentation of information concerning health in advertising;~~
- ~~—(k) Judge and evaluate various emergency care situations and apply the appropriate first-aid assistance;~~
- ~~—(l) Explain the steps which the pupil would take to obtain assistance for a friend or a member of his family who shows the warning signs of suicide; and~~
- ~~—(m) Use effective discussion and problem-solving skills in practice situations.]~~

*(a) Evaluate the effect of family history, health choices and level of stress on the health of a person;*

*(b) Formulate a strategy for personal health that includes the use of self-reflection to achieve overall wellness;*

*(c) Apply knowledge of food and nutrient needs when making decisions regarding food choices and meal plans;*

*(d) Apply knowledge of physical activity and health to develop a plan for daily activity;*

*(e) Analyze the physiological, psychological and social effects of the use and abuse of a substance;*

*(f) Examine ways to reduce or prevent injuries and violence;*

*(g) Analyze the potential for injury, illness or death which result from a person engaging in behavior that increases health risks;*

*(h) Evaluate the effects of advances in research and medicine on the prevention and control of illnesses and diseases;*

*(i) Analyze the influence of the environment on the health of a person and the health of the community; and*

*(j) Explain the role of consumers in preventing the spread of illness and disease.*

2. Access ~~[valid]~~ **reliable** health information, ~~[and health-promoting]~~ products and services ~~[;]~~ **to enhance health**, as demonstrated by the ability of the pupil to ~~[investigate items of]~~ :

*(a) Evaluate the validity of health information ~~[for scientific and statistical validity.]~~, products and services; and*

*(b) Use resources, including, without limitation, resources from home, school and the community, that provide reliable information regarding health products and services.*

3. Practice health-enhancing behaviors and **avoid and** reduce health risks, as demonstrated by the ability of the pupil to:

~~[(a) Identify two personal risk behaviors that can lead to suicide, or to the use of alcohol or drugs;~~

~~—(b) Analyze the effectiveness of various techniques of stress management; and~~

~~—(c) Develop an independent life-long health maintenance plan.]~~

*(a) Analyze a variety of behaviors that avoid or reduce health risks to the pupil and others;*

*(b) Implement a wellness plan that meets dietary guidelines and includes moderate to vigorous physical activity;*

*(c) Evaluate the behaviors of the pupil for the use and abuse of substances;*

*(d) Demonstrate practices and behaviors to avoid injury and reduce the risk of injury to the pupil or other persons, including, without limitation, refraining from driving while impaired, using a safety belt, refraining from fighting and avoiding self-harming behaviors; and*

*(e) Evaluate the responsibility of a pupil in promoting health and avoiding or reducing behaviors that increase health risks to the pupil or other persons.*

4. Analyze the influence of *family, peers*, culture, media, technology and other factors on *behaviors concerning* health, as demonstrated by the ability of the pupil to:

~~[(a) Analyze diseases which are specific to a particular culture and how those diseases challenge and threaten health; and~~

~~—(b) Identify chronic diseases and evaluate the impact of technological advances in the treatment, prevention and possible cure of those diseases.]~~

*(a) Analyze how different sources support and challenge beliefs, practices and behaviors concerning the health of a person;*

*(b) Analyze how a person's perceptions of norms affect the behaviors concerning his or her health and the health-related risks taken by him or her;*

*(c) Evaluate different sources that influence a person's food choices and physical activity habits;*

*(d) Conduct a self-evaluation of the influence of different sources on the development of values regarding the use and abuse of substances, including, without limitation, prescription medications and over-the-counter medications;*

*(e) Analyze current events and the influence of those events on the promotion of health and the prevention of disease; and*

*(f) Evaluate the impact of media and technology on the health of a person, a family and the community.*

5. Use interpersonal communication skills to enhance health ~~[,]~~ *and to reduce or avoid health risks*, as demonstrated by the ability of the pupil to:

- ~~[(a) Role play passive, assertive and aggressive communication;~~
- ~~—(b) Compare and contrast passive, assertive and aggressive methods of communication in terms of intent, style and gender; and~~
- ~~—(c) Role play techniques for refusing peers that demonstrate the ability to maintain control and keep friends under emotional circumstances.]~~

- (a) Apply refusal, negotiation and collaboration skills to enhance health;*
- (b) Communicate acceptance of the physical and developmental characteristics of the pupil and other persons;*
- (c) Implement communication skills to enhance the ability of the pupil to make responsible decisions regarding the use and abuse of substances; and*
- (d) Apply strategies to prevent or resolve conflicts without harming the pupil or other persons.*

6. Use goal-setting ~~[and decision-making]~~ skills to enhance health, as demonstrated by the ability of the pupil to:

- ~~[(a) Identify personal behaviors that increase the risk of disease and develop a plan to minimize those behaviors;~~
- ~~—(b) Identify the continuum of adolescent use and abuse of, and dependency on, drugs, alcohol and tobacco, including, without limitation, identifying the early warning signs of substance abuse or behaviors that signal potential chemical dependency in himself or other persons;~~
- ~~—(c) Describe how the use of drugs would cause problems in the present and in the future, and suggest alternative activities and behaviors which do not include the use of drugs;~~
- ~~—(d) Explain the importance of preventive and remedial actions as those actions relate to health care; and~~
- ~~—(e) Identify situations when community resources should be used for purposes relating to health care.]~~

*(a) Implement strategies to monitor the progress of the pupil toward achieving a short-term personal health goal and a long-term personal health goal;*

*(b) Execute a plan that addresses the pupil's strengths, needs and risks in achieving short-term personal health goals and long-term personal health goals; and*

*(c) Create a plan of action toward improving the community and environment.*

7. ~~[Advocate for]~~ *Promote and support* personal, family and community health, as demonstrated by the ability of the pupil to:

~~[(a) Describe procedures for intervention that may be followed in seeking assistance for himself or for other persons if the pupil suspects that he or the other person has a problem with substance abuse or chemical dependency;~~

- ~~—(b) Identify the various ways that a person can recover from a chemical dependency, including, without limitation, a 12-step model originated through a program known as Alcoholics Anonymous;~~
- ~~—(c) Describe the dynamics of living in a family in which a member of the family has a chemical dependency, and list important strategies for successfully living in such a family;~~
- ~~—(d) Identify personal feelings and attitudes concerning drug-related issues and demonstrate the ability to use a variety of techniques for refusing peers to stay in control and out of trouble when the individual value system of the pupil is threatened;~~
- ~~—(e) Identify available health organizations and services;~~
- ~~—(f) Investigate ways to pay for the cost of health care; and~~
- ~~—(g) Prepare a report on a specific health issue which includes a description of how law and policies impact that health issue.]~~

*(a) Implement activities that influence and support a person in making positive health choices; and*

*(b) Design a message that enhances and promotes community health.*

*8. Use decision-making skills to enhance health, as demonstrated by the ability of the pupil to:*

*(a) Formulate a plan to effectively enhance personal health;*

*(b) Evaluate the effectiveness of making decisions regarding the use and abuse of substances;*

*(c) Determine the benefits of applying a thoughtful decision-making process in situations concerning health; and*

*(d) Examine barriers in the community that impede the ability to make healthy decisions.*

**Sec. 5.** NAC 389.281 is hereby repealed.

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**TEXT OF REPEALED SECTION**

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**389.281 Health. (NRS 385.080, 385.110, 389.0185, 389.520)** By the end of the third grade, pupils must know and be able to do everything required in the previous grades for courses in health offered in public schools. Instruction in the third grade in health must be designed so that pupils meet the following performance standards by the completion of the third grade:

1. Comprehend concepts related to the promotion of health and the prevention of disease, as demonstrated by the ability of the pupil to:
  - (a) Explain personal responsibility for reducing and avoiding hazards and accidents;
  - (b) Explain how to obtain help in an emergency;
  - (c) Identify safety hazards in the home;
  - (d) Identify potentially hazardous situations, including, without limitation, getting into an automobile, going into someone else's house, letting someone into his house and leaving the area where the pupil is supposed to be, without the permission of his parent or guardian;
  - (e) Plan a meal that contains food from at least three of the five food groups;
  - (f) Describe the potential causes of common diseases, how those diseases spread and the measures that can be taken to help prevent the diseases from spreading;

(g) Explain the relationship between accidents and the consumption of alcohol or other drugs;  
and

(h) Identify the five senses of the body.

2. Access valid health information and health-promoting products and services, as demonstrated by the ability of the pupil to find information regarding the need to balance exercise, nutrition, relaxation and sleep.

3. Practice health-enhancing behaviors and reduce health risks, as demonstrated by the ability of the pupil to:

(a) Explain the individual needs of persons to balance exercise, nutrition, relaxation and sleep;

(b) Give at least one reason why he needs to eat a variety of foods from each of the five food groups;

(c) Identify safety hazards in the home;

(d) List the appropriate steps to provide first aid in the care of wounds, including, without limitation, how to stop bleeding and how to cleanse and bandage a wound;

(e) Practice ways to refuse drugs, alcohol and tobacco; and

(f) Describe a dangerous situation and possible safer solutions or alternatives to the situation.

4. Analyze the influence of culture, media, technology and other factors on health, as demonstrated by the ability of the pupil to:

(a) Identify foods which are common to a particular culture and place those foods in the correct food group; and

(b) Name two active forms of recreation practiced in another country.

5. Use interpersonal communication skills to enhance health, as demonstrated by the ability of the pupil to:

- (a) Communicate care, consideration and respect for himself and others;
- (b) Identify skills for attentive listening that build and maintain healthy relationships; and
- (c) Identify the physical expressions of emotions associated with anger and conflict.

6. Use goal-setting and decision-making skills to enhance health, as demonstrated by the ability of the pupil to:

- (a) Identify and demonstrate the steps in a decision-making process relating to a specific health issue;
- (b) Describe the ways a person can help keep a healthy home and school environment;
- (c) Identify how each person has a unique rate of growth and development that is influenced by the health habits and heredity of that person;
- (d) Explain how to obtain help in an emergency; and
- (e) Identify abusive behavior exhibited by other children and adults and provide the names of the persons whom the pupil should tell if he sees abusive behavior being exhibited.

7. Advocate for personal, family and community health, as demonstrated by the ability of the pupil to follow instructions from a teacher related to the sharing of classroom projects with other pupils.

**NOTICE OF ADOPTION OF PROPOSED REGULATION**  
**LCB File No. R013-09**

The State Board of Education adopted regulations which pertain to chapter 389 of the Nevada Administrative Code.

**INFORMATIONAL STATEMENT**

1. A description of how public comment was solicited, a summary of public response, and explanation how other interested persons may obtain a copy of the summary.

Notice of Workshop to Solicit Comments on Proposed Regulations was sent to approximately 200 individuals and educational organizations. A workshop was held on October 8, 2009. There was no public comment.

The Notice of Intent to Act Upon a Regulation for public hearing and adoption of the amendments to R013-09; NAC 389.2423 – Second Grade Health Standards, New Section for Third to Fifth Grade Health Standards; NAC 389.2944 – Fifth Grade Health Standards; NAC 389.381 – Eighth Grade Health Standards; and NAC 389.455 – Twelfth Grade Health Standards; and Repealed NAC 389.281 - Health. Public hearing was conducted on October 9, 2009 to provide the opportunity for comments by affected parties and the public. There was no public comment. The State Board of Education adopted the proposed amendments to the regulations.

2. The Number of Persons Who:

- a) Attended Each Hearing: First Workshop: 12; First Hearing: 10; Second Hearing: N/A
- b) Testified at Each Hearing: First Workshop: 0; First Hearing: 0; Second Hearing: N/A
- c) Submitted Written Statements: First Workshop: 0; First Hearing: 0; Second Hearing: N/A

A copy of any written comments may be obtained by contacting Karen Johansen, Administrative Assistant, Nevada Department of Education, 775-687-9225, or by writing to the Nevada Department of Education, 700 East Fifth Street, Carson City, Nevada 89701-5096.

3. A description of how comments were solicited from affected businesses, a summary of the response and an explanation how other interested parties may obtain a copy of the summary.

Comments were solicited through the workshop notice of September 8, 2009; and a public hearing notice of September 8, 2009. At the October 8, 2009 Workshop to Solicit Comments, there was no public comment to the proposed amendments to the regulation language. At the October 9, 2009 public hearing there was no public comment to the proposed amendments to the regulation language.

Summary of Comments:

Workshop comments:

There were no comments.

Public Hearing comments:

There were no comments.

A copy of the summary and/or minutes of the public hearing may be obtained by contacting Karen Johansen, Administrative Assistant, Nevada Department of Education, 775-687-9225, or by writing to the Nevada Department of Education at 700 East Fifth Street, Carson City, Nevada 89701-5096.

4. If the regulation was adopted with or without change to any part of the proposed regulation, a summary of the reasons for adopting.

The Nevada State Board of Education adopted the proposed amendments to the regulation language at the public hearing held October 9, 2009. The reason for adopting the amendments to this regulation was to revise the Health Standards for grades Pre-Kindergarten through twelfth grade to align with the National Health Standards.

5. The estimated economic effect of the adopted regulation on the business that it is to regulate and on the public. These must be stated separately and each case must include:

There is no economic effect on the Department of Education or school districts. School Districts would need to provide curriculum development and professional development for health teachers. There is no economic effect on the public or the business it regulates and the changes are beneficial for students.

6. The estimated cost to the agency for enforcement of the adopted regulation.

There is no additional cost to the agency for enforcement of this regulation.

7. A description of any regulations of other state or governmental agencies which the proposed regulation overlaps or duplicates and a statement explaining why the duplication or overlapping is necessary. If the regulation overlaps or duplicates a federal regulation, the name of the regulating federal agency.

No other state or governmental agency regulations will be overlapped or duplicated by the above noted regulation. There is no duplication or overlap of federal regulations.

8. If the regulation includes provisions which are more stringent than a federal regulation, which regulates the same activity, a summary of such provisions.

There are none.

9. If the regulation provides a new fee or increases an existing fee, the total annual amount the agency expects to collect and the manner in which the money will be used.

This regulation does not provide for a new fee or increase an existing fee.